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ABSTRACT

This Module is designed for use by guidance personnel in grades K-12 and at the postsecondary level. These include teachers, administrators, counselors, paraprofessionals, pupil personnel workers and any others providing services to ethnic minority persons. This Module will help each participant to differentiate between effective and ineffective verbal and nonverbal communication between ethnic groups, apply self concept enhancing practices for ethnic minorities to career guidance activities, and develop strategies for assisting ethnic minority persons to cope with special problems experienced in implementing career plans. The module is designed as a six-hour workshop to be run by a coordinator. The Guide defines the coordinator's role in four areas: setting the tone, setting the pace, facilitating the discussion, and evaluating. Specific suggestions are given for preparing and carrying out the workshop, as well as directions for running each activity. The Guide is used in conjunction with the participants' module. (Author/BP)

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COORDINATOR'S GUIDE

Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by
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National Consortium on Competency-Based Staff Development

COORDINATOR'S GUIDE

DEVELOPING COMMUNICATION SKILLS AND PROGRAM STRATEGIES IN CAREER GUIDANCE FOR ETHNIC MINORITIES

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

December 1976

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COORDINATOR'S ROLE AND FUNCTIONS

Your role as coordinator is crucial. It may be thought of in four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions. Let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but alert, interested, and motivated. Above all, be aware of the sensitive nature of this topic and the potential for defensive behavior. Set the ground rules: there are to be no "put-downs" of either self or others.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow down, let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the Module--winding up one activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible, and, in most cases, the minimum time that will be needed.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people; don't let the aggressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over--especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the Module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction; nudge them that way when they're not. Judge whether they perform adequately in the Application. Keep a record of how each participant does. In general, maintain the quality level of the workshop.

Note: It is recommended that participants go through the Module entitled, "Eliminating Stereotypes of Ethnic Minorities Through Career Guidance," before experiencing this Module.

Specific Functions of Coordinator (to be used as a checklist as you go through the Module)

Prior to the workshop:

1. Study the Module thoroughly ahead of time. Be familiar with the participant materials and this Coordinator's Guide. It is strongly recommended that you have prior experience in working with ethnic minority people and in leading groups.
2. Make sure all needed materials are present for the workshop. This will include pens or pencils, note pad paper, colored felt pens and straight pins for the activity in Section I, and two role playing cards for the activity in Section II. (See those sections in this Guide for specifics.)
3. Make sure that room size is adequate and arrangements are flexible. Since many of the activities are done in small groups, the best arrangement is tables with five or six chairs per table. It will also help to have a chalkboard and chalk available.

At the workshop:

1. Introduce yourself to participants, and them to each other. Briefly explain your background and the role you will play in the Module.
2. Establish time limits (lunch, when day ends) and schedule for the day, and do your best to stick to them.
3. Follow the instructions in this Guide for the following:
   A. Introduction with Activity
   B. Module Goals, Objectives, Outline and Glossary
   C. Section I: Verbal Communication
   D. Section II: Nonverbal Communication
   E. Section III: Self Concept
   F. Section IV: Managing Your Career
   G. Application
   H. Module Wrap Up: References and Questions

Goal: The introductory material and activity are designed to stress the importance of effective communication and the need for providing additional assistance to ethnic minorities in career guidance. The activity will allow participants the opportunity to express their current attitudes.

Text: (5 minutes)

1. Read aloud the text on "Reexamining Our Skills."
2. Emphasize the following:
   a. Effective communication is crucial to any helping relationship.
   b. A special set of career guidance techniques which are for ethnic minority students only does not exist.

Activity: (10 minutes)

1. Have participants read the instructions for this activity and complete the "Personal Attitude Inventory."
2. Have participants react to the "Inventory" statements with general discussion.

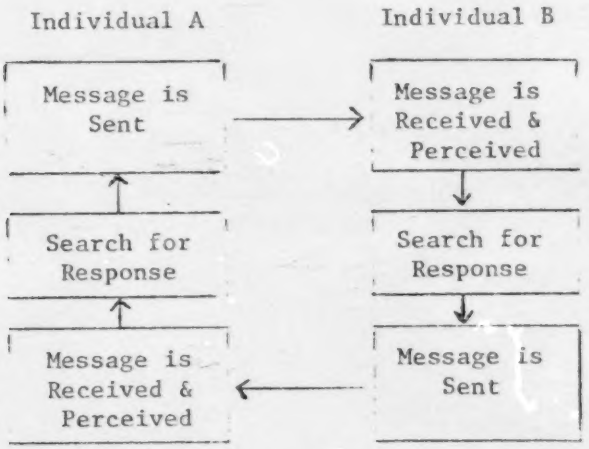
MODULE GOALS, OBJECTIVES, OUTLINE AND GLOSSARY

1. Module Goals and Objectives (5 minutes)
   A. Have participants read the Module Goals and Objectives.
   B. Explain that this is the second of two Modules to help participants develop skills in providing effective career guidance for ethnic minorities. The first Module focuses on self awareness for participants; the second, on communication skills and guidance strategies.
   C. Explain that this Module assumes the participants are (will be) involved in some aspect of providing career guidance for ethnic minority students.
   D. Review each of the four Module Objectives with participants.
2. Module Outline (5 minutes)
   A. Have participants read the Module Outline.
   B. Tell participants they will be involved in four sessions. Each of these sessions will have basic information presented in the text and will have an activity to help participants apply the information to themselves and ultimately to the people with whom they work. The four sessions are:
      1. Verbal Communication
      2. Nonverbal Communication
      3. Self Concept
      4. Managing Your Career
   C. Tell participants that they will also participate in an Application which will give them the opportunity to apply the information from all four sessions.
3. Glossary (5 minutes)
   A. Have participants read the Glossary.
   B. Answer questions participants may have about the meaning of any of the terms in the Glossary.

Goal: This session is designed to help participants differentiate between effective and ineffective verbal statements between ethnic groups.

Text: (40 minutes)

1. Read aloud the first section through the four points (Message I, Reception-Perception, Search for Response, and Message ... up to the section on Barriers.
2. Draw the following diagram on a chalkboard to illustrate this cyclical communication pattern:



3. Read the next paragraph on "Barriers to Verbal Communication."
4. Select a participant to read the next section on "The Verb 'to be.'"
5. At this point have participants do the following exercise:
   a. Have participants choose a partner.
   b. For the next three minutes have each person in the pair take turns describing her/himself using only forms of the verb 'to be.' They will preface each statement with, "I am..."
   c. For the next three minutes have each person in the pair take turns describing him/herself using NO form of the verb 'to be.' They will preface each statement with

terms such as, "I can...," "I like...," "I dislike...," etc.

d. Following this exercise allow participants a few minutes to discuss their reactions to the exercise.

6. Select a participant to read the next section on "Use of Names."

7. At this point have participants do the following exercise:

   a. Have participants select new partners.

   b. Have participants introduce themselves to each other making sure they know how to pronounce each other's names correctly.

   c. Tell participants they will be discussing the topic "Career Opportunities for ALL Americans---2000 A.D." with their partners for the next five minutes.

   d. Instruct participants as follows: "Each time you address your partner, either mispronounce her/his name, address the person by his/her occupation or status, and/or use various nicknames."

   e. Following this exercise allow participants a few minutes to discuss their reactions to the exercise.

8. Select a participant to read the next section on "Stereotypic Thinking-Speaking."

9. You read the last section on "Exclusive Language."

10. Inform participants they will now participate in an activity using verbal communication.

Activity: (45 minutes)

1. Have participants read the instructions for this activity, "Them and Us."

2. Divide participants into groups of about ten each.

3. Instruct the groups as follows: "Create an identifying symbol for your group using the paper and felt pens provided and then pin these symbols on yourselves. Be as creative as possible."

4. Then instruct the groups: "Determine three superior characteristics, qualities, abilities, skills or interests which

your group possesses and which you think the other group does not possess. You will obviously be making some assumptions."

5. Next: "Create a name for your group that reflects your 'superior' characteristics."
6. Finally: "Select two spokespersons from your group to join another group. The spokespersons' task is to convince the other group that they would be better people if they possessed the same superior characteristics as the two spokespersons."
7. Reconvene as a total group for discussion about the activity on the use of the verb 'to be,' use of names, stereotypic thinking/speaking, and exclusive language.

Assessment Criteria: (20 minutes)

1. The "Effective Statements" form is the evaluation for this section.
2. Have participants read the directions for this form and then complete it as directed.
3. Collect the "Effective Statements" form from each participant.
4. Score the forms as follows:
   a. Numbers 4, 9, and 14 are effective statements and should be labeled "E." All others are ineffective statements and should be labeled "I."
   b. Numbers 1, 8 and 11 are ineffective because of verb 'to be.'

      Numbers 2, 3 and 12 are ineffective because of names.

      Numbers 6, 7 and 10 are ineffective because of stereotypic speech.

      Numbers 5, 13 and 15 are ineffective because of exclusive language.
   c. Sample Rewrite Statements <u>for Ineffective Statements</u>:
      1. Sam Smith has the ability but does not complete his assignments.

2. George has not closed out this account.
3. Jose Martin-Arroyo, did you complete the assignment?
5. Please tell me the truth.
6. Some Blacks have a great sense of rhythm.
7. Please tell me how I can help you. I don't think I understand.
8. These students work hard at doing a good job with their assignments.
10. Everyone ought to have a good chance at these jobs.
11. Susan grasps difficult concepts quickly.
12. Mr. Smith, how do you work this problem?
13. Susan's tallness (or height) makes it difficult for her to do that job.
15. I like the way you state facts.

5. For successful achievement of this objective, each participant should have correctly identified at least two of the effective statements, at least eight of the ineffective statements (two in each category), and have correctly rewritten at least eight of the ineffective statements.

NONVERBAL COMMUNICATION

Goal: This session is designed to sensitize participants to the language of nonverbal communication and sources of miscommunication, particularly as they relate to ethnic minorities. The activity will allow participants to observe nonverbal behaviors.

Text: (30 minutes)

1. Select a participant to help you read aloud the text. Alternate with that person in reading the five problem areas.
2. On the chalkboard write the following words:

   Personal Space

   Eye Contact

   Gestures

   Touch

   Time
3. Read and discuss the questions at the end of this section.

Activity: (15 minutes)

1. Have participants read the instructions for this activity on the "Observation Sheet" for the "Career Information Interview."
2. Select one participant to role play the counselor and one participant to role play the student. Give them their role playing cards. (The information to be placed on these cards is at the end of this section in the Guide on page 11.)
3. Instruct the participants to write down their observations of nonverbal behavior on the "Observation Sheet."
4. Allow some time for reaction and discussion following this role play.

Assessment Criteria:

1. The "Observation Sheets" are the evaluation for this session.
2. Collect an "Observation Sheet" from each participant.
3. Check the accuracy of their observations against the information on the counselor's role playing card.
4. To complete this objective successfully, each participant should have correctly identified at least one behavior of the "counselor" in each of the five categories.

Information on role playing cards

Counselor:

You are a Black counselor in a high school. A majority student, one of your counselees, has come to you for information on a career in public school teaching. Since nonverbal behavior is important in this role playing situation, you will do the following in addition to providing her/him with the requested information:

Personal Space: Start by being very distant; then violate personal space by getting very close.

Touch: At some point put your arm or hand on or around his/her shoulder.

Eye Contact: Avoid eye contact for a period of time. Look intently into your counselee's eyes for a period of time.

Gestures: Use excessive gestures for a period of time. Avoid the use of any gestures for a period of time, assuming the posture of a closed stance.

Time: Your counselee is five minutes late for the appointment. Express your annoyance. End the session early--you have another appointment.

Counselee:

You are a majority high school student who has made an appointment with your counselor to seek information on a career in public school teaching. (Choose your own level and subject matter.) To begin with, you are five minutes late because a teacher kept you for some reason.

Here are some questions that you may ask of your counselor:

1. Salary Range
2. Satisfactions
3. Dissatisfactions
4. Benefits
5. Job outlook
6. What else you can do with a teaching degree
7. Education required
8. College course work

SELF CONCEPT

Goal: This session is designed to help participants identify ways that the self concept of ethnic minorities can be enhanced through career guidance activities. The activity will give participants the opportunity to implement self concept enhancing practices in a career guidance activity.

Text: (30 minutes)

1. Have participants read to themselves the first section, up to the case study on "Kennedy High School."
2. You read aloud the case study, up to "Displays."
3. On the chalkboard write the following:
   a. Respected role models
   b. Unique success experiences
   c. Peer group support
4. Select one participant to read the "Displays" section, a second participant to read the section on "Career Media Center," and a third participant to read the "Job Fair/ College Night" section.
5. Ask participants to fill in the three forms: "Role Models," "Success Experiences," and "Peer Group."

Activity: (45 minutes)

1. Have participants form groups of about five, and have them share with each other the information they wrote on the three forms.
2. Have each group read the directions for the Activity and work together to complete the "Self Concept Enhancement" form. They will be working in groups; however, make sure that each participant completes the form individually. Each participant's form may be somewhat different. Participants should feel free to use the ideas of others from their group discussion of personal experiences. In fact, these experiences should be the springboard for the information needed to complete the Activity.

Assessment Criteria:

1. The "Self Concept Enhancement" form is the evaluation for this session.
2. Collect a "Self Concept Enhancement" form from each participant.
3. To complete this objective successfully, each participant should list at least two suggestions in each of the four areas.

MANAGING YOUR CAREER

Goal: This session is designed to help participants understand the importance of providing ethnic minority students with special additional assistance in planning for their futures. Four specific areas are identified: occupational decision making, job seeking skills, interviewing skills and on-the-job adjustment. The activity will give participants the opportunity to develop a plan for implementing these four areas in a career guidance activity.

Text: (30 minutes)

1. Select four participants to help you read aloud this section of text. You read the first section. Have each of the four selected participants read one of the remaining four sections: "Occupational Decision Making," "Seeking Employment/Higher Education," "Job Interviewing," and "On-the-Job Adjustment." Then you read the concluding paragraph.
2. Write each of the above section titles on the chalkboard.
3. Conduct a general discussion on each of the four sections. Focus your discussion on the kind of "tips" you would give ethnic minority students in each of the four areas. Try to avoid a lot of personal experiences.

Activity: (30 minutes)

1. Have participants read the instructions for this activity, "Design a Program."
2. Have participants form different groups of five and work together to complete the Activity. They will be working in groups; however, make sure that each participant completes the form individually. Each participant's form may be somewhat different.

Assessment Criteria:

1. The "Design a Program" form is the evaluation for this session.
2. Collect a form from each participant.
3. To complete this objective successfully, each participant should have made provision for each of the four areas listed in the activity in the career guidance course.

APPLICATION

Goal: The Application is designed to help participants apply skills and knowledge gained from each of the previous sessions.

Directions: (30 minutes)

1. Read the introductory statement to participants.
2. Have participants form groups of about five.
3. Have participants first read the instructions for the activity, "Lennies," then plan their action steps.
4. After they have completed their plans, ask the following questions:
   a. Did you take into account potential verbal and nonverbal communication problems?
   b. How did you provide for self concept enhancement?
   c. What career guidance strategies for these ethnic minority students did you plan to implement in your program?
5. This activity is not meant to be evaluated. Rather, it is intended to help participants pull together the concepts presented in the Module and apply them to a specific group. Evaluation of successful achievement of the objectives has occurred in each of the various sections of the Module.

MODULE WRAP UP

Goal: Describe References and answer any final questions which the participants may have.

Directions: (30 minutes)

1. Describe the References to participants.
2. Have a brief open discussion on any question which participants have about the Module.